

**Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide**

**Not For Display - For Teacher/Staff Use Only**

**BEHAVIOR SUPPORT PLAN**

*\* History of some verbal threats following recent losses, no realistic plan – Adolescent*

*For Behavior Interfering with Student's Learning or the Learning of His/Her Peers*

This BSP attaches to: ☐ IEP date: \_\_\_\_\_ ☐ 504 plan date: \_\_\_\_\_ ☐ Team meeting date: \_\_\_\_\_

**Student Name** Mike **Today's Date** 01/01/01, addends to IEP date: 11/02/00 **Next Review Date** \_\_\_\_\_

- 1.** The behavior impeding learning is (describe what it looks like) verbal statements eliciting adult concerns for this student and others' safety, welfare, well-being
- 2.** It impedes learning because emotional support needs may be interfering with ability to concentrate on school work; peers concerns for Mike's well being interfering with concentrating on academics
- 3.** The need for a Behavior Support Plan ☐ early stage intervention ☐ moderate ☒ serious ☐ extreme
- 4.** Frequency or intensity or duration of behavior 2 statements, separate incidents, with peers  
☐ reported by \_\_\_\_\_ and/or ☐ observed by \_\_\_\_\_

**PREVENTION PART I:**

**ENVIRONMENTAL FACTORS AND NECESSARY CHANGES**

Observation & Analysis	<b>What are the predictors for the behavior?</b> (Situations in which the behavior is likely to occur: people, time, place, subject, etc.) <b>5.</b> <u>Alone with friends, no adult in nearby vicinity, following a loss, frustration or failure</u>
	<b>What supports the student using the problem behavior?</b> (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?) <b>6.</b> <u>Mike has not yet completed counseling sessions to address underlying feelings, has not yet established a meaningful close relationship with an adult on campus.</u>
Intervention	<b>Remove student's need to use the problem behavior</b> What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior) <b>7.</b> <u>Time - academic tasks to be broken into small segments during class with frequent reinforcement/affection shown; Materials - hands-on learning emphasized, including pursuit of student's individual interest whenever possible; high interest activities related to Mike's interest in carpentry and architecture in shop class; Interactions - supportive adult interactions stressing affection and relationships with shaping of positive behaviors. Mike agrees to check in and check out with counselor daily, reporting on his feelings of engagement, planning and involvement in school activities. If counselor absent, check in with principal or Mr. Josephson, teacher.</u>
	Who will establish? <u>counselor/teachers</u> Who will monitor? <u>teacher/principal reporting weekly on progress</u>

**ALTERNATIVES PART II:**

**FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT**

Observation & Analysis	<b>Team believes the behavior occurs because:</b> (Function of behavior in terms of getting, protest, or avoiding something) <b>8.</b> <u>Behavior appears to be a protest of feelings of alienation and recent loss</u>
	<b>Accept an alternative behavior that meets same need</b> <b>What team believes the student should do INSTEAD of the problem behavior?</b> (How should the student escape/protest/avoid or get his/her need met in an acceptable way?) <b>9.</b> <u>Express feelings to adult mentor on campus, parent or counselor.</u>
Intervention	<b>What teaching Strategies/Necessary Curriculum/Materials are needed?</b> (To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior) <b>10.</b> <u>*Participate in small group sessions to learn and practice expression of feelings, problem solving steps to reduced feelings of alienation-counselor. *Participate in family and individual counseling sessions per family statement</u>
	By whom? <u>site counselor, outside therapist</u> How frequent? <u>2 X weekly counselor, 1x weekly outside therapist</u>
Intervention	<b>What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?</b> <b>11.</b> <u>Evidence of positive engagement in school - report to counselor-mentor, parents and outside therapist. Counselor in mentor role to meet 3 X week to discuss progress utilizing supportive stance emphasizing Mike's talents and strengths. Check-in, check-out procedures daily emphasizing empathy and support.</u>
	Selection of reinforcer based on: _____ <input type="checkbox"/> reinforcer for using replacement behavior <input type="checkbox"/> reinforcer for general increase in positive behaviors By whom? <u>teacher/counselor-mentor</u> Frequency? <u>daily</u>

**EFFECTIVE REACTION PART III:****REACTIVE STRATEGIES**

What strategies will be employed if the problem behavior occurs again? (**1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences**) **12.** If feelings of hopelessness expressed to peers, adults or counselor-mentor, Mike agrees to contact outside therapist (school counselor to assure contact as well). Standard school policy followed: If plan to harm self or others is ever reported, counselor-mentor to investigate and take steps to assure safety and welfare of all per school team process. If verbal statements ever include a threat to harm others, police and therapist to be contacted, with district disciplinary proceedings to ensure safety and welfare of school members (range of responses to consider in assessment process: disciplinary removal, expulsion, referral to police, intensified therapeutic interventions (e.g., hospitalization, other).

Personnel? site counselor(s), teachers

**OUTCOME PART IV:****BEHAVIORAL GOALS**

**Behavioral Goal(s)** **13.** See IEP: Participate in group and individual mentoring sessions on campus attend and actively participate in off site counseling sessions. Express feelings to adults coupled w/ plan for coping with feelings.

The above behavioral goal(s) are to: ☐ Reduce frequency of problem behavior ☐ Increase use of replacement behavior  
☐ Develop new general skills that remove student's need to use the problem behavior

**Observation and analysis conclusion:**

Are curriculum accommodations or modifications also necessary? Where described: \_\_\_\_\_ ☐ yes ☐ no  
 Are environmental supports/changes necessary? ..... ☐ yes ☐ no  
 Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? ..... ☐ yes ☐ no  
 Are both teaching of new alternative behavior AND reinforcement needed? ..... ☐ yes ☐ no  
 This BSP to be coordinated with other agency's service plans? ..... ☐ yes ☐ no  
 Person responsible for contact between agencies \_\_\_\_\_

**COMMUNICATION PART V:****COMMUNICATION PROVISIONS**

Manner and frequency of communication, all participants **14.** Parents, outside therapist, principal to receive weekly reports, prepared by counselor-mentor. Teachers to contact counselor, principal if any behaviors suggesting despair, alienation observed. CONTACT MUST BE ON THE SAME DAY. Counselor-mentor to coordinate follow-up.

Between? Parents, Police, Principal Frequency? \_\_\_\_\_

**PARTICIPATION PART VI:****PARTICIPANTS TO PLAN DEVELOPMENT**

- ☐ Student \_\_\_\_\_
- ☐ Parent/Guardian \_\_\_\_\_
- ☐ Educator and Title \_\_\_\_\_
- ☐ Educator and Title \_\_\_\_\_
- ☐ Educator and Title \_\_\_\_\_
- ☐ Administrator \_\_\_\_\_
- ☐ Administrator \_\_\_\_\_
- ☐ Other \_\_\_\_\_
- ☐ Other \_\_\_\_\_